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ABSTRACT

Approximately 300 school counselors, other educators, and guests from the state of Ohio met to discuss and evaluate the many services offered to school-age children by the helping professions. Eighteen workshop sessions are summarized in this report. These workshop sessions were concerned with the following: (1) sex education and the health curriculum; (2) social work services in the inner city; (3) the role of the instructional resource center; (4) help for the learning disabled child; (5) career orientation; (6) "sheltered training experience project" (a program for the physically handicapped in Toledo); (7) family life education; (8) a drug intervention center; (9) student rights-student unrest; (10) behavior modification; (11) teaching the unteachables; (12) adapting materials to the educable mentally retarded; (13) the problems of planning group testing programs; (14) negotiating counselors' salaries; (15) the concept and process of staff development; (16) the Hillcrest project -- on on-the-job training program; (17) regional pupil personnel centers; (18) ASCA issues related to middle and junior high schools. The related theme of accountability was dealt with in each of the 18 workshops. (RK)

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REPORT OF THE

9th ANNUAL ALL OHIO JUNIOR HIGH GUIDANCE CONFERENCE

May 7, 1971

"Up,Up With People—

Through a Galaxy of Services for the Individual"

Your Host

McTIGUE INTERMEDIATE SCHOOL
5700 Hill Avenue
Toledo, Ohio 43615

Co-Sponsors

THE STATE DEPARTMENT OF EDUCATION, DIVISION OF GUIDANCE AND TESTING

THE OHIO SCHOOL COUNSELORS ASSOCIATION

and

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UP, UP WITH PEOPLE –

Through a Galaxy of Services for the Individual

A Report of the 9th Annual All Ohio Junior High School Guidance Conference

Martin Essex
State Superintendent of Public Instruction

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FOREWORD

"This has been a very informative day for me. It was thought provoking and pleasant besides. All of the many, many hours of planning showed." "Great as usual. Junior High Guidance Conferences top all other conferences I attend." "The hospitality and organization were superior." "Also, compliment the cook as the meal was tremendous." These statements from four conference evaluators were characteristic of the evaluations made by those who attended the Ninth Annual All Ohio Junior High School Guidance Conference.

Approximately 300 school counselors, other educators, and guests shared in this conference which had the theme, Up, Up With People--Through a Galaxy of Services for the Individual. McTigue Intermediate School of the Toledo City Schools served as the host school for the conference which was co-sponsored by the Division of Guidance and Testing of the State Department of Education, by the Ohio School Counselors Association, and by the Toledo Public Schools. Miss Shirley Haney and Mr. James Norton, counselors at McTigue Intermediate School, served as co-chairmen. Honorary co-chairmen were Mrs. Kathleen Justen, Director, Pupil Evaluation Service, Toledo Public Schools, and Dr. Charles E. Weaver, State Supervisor, Guidance Field Services, Division of Guidance and Testing, State Department of Education.

Dr. H. Eugene Wysong, University of Toledo, emphasized in his luncheon speech, Evaluation and Accountability in Guidance, that it is appropriate that counselors should be accountable to students, parents, teachers, and administrators to whom they are responsible. Counselors should be asked two questions in particular: (1) "Are you doing what was agreed that you should do?" and (2) "Are you achieving the goals that we both agreed to be important?"

Eighteen Workshop Session topics are summarized in this report. The presenters and recorders from the Toledo City Schools deserve a special "thank you," as do Mrs. Birgit Cooper and Mrs. Betty Baumann of the Division of Guidance and Testing for typing this report.

Charles E. Weaver

July 1971

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OPENING GENERAL SESSION

INVOCATION

The Reverend Jack Chalk
Pastor, Church of the Cross
United Methodist
Toledo, Ohio

Father, we thank you for your presence and abiding power. We would ask this day as these people endeavor to do that which they have come to do, that they may accomplish it and be inspired to forward the guidance movement of assisting young people with their concerns. We pray especially for those who find themselves handicapped. We pray that their lives may be improved through new methods of treatment. Through innovations, Oh God, help us to assist young people to do the things that they should do. Thank you for your presence and for your abiding power. In the name of Jesus Christ, we pray. Amen.

WELCOMING COMMENTS

Mr. Robert Carson
Executive Director, Pupil Personnel Services and Programs
Toledo Public Schools

Welcome to Toledo Public Schools. We are certainly pleased to have you visit our schools, especially McTigue Junior High. We hope your day here will be a beneficial one and one that you will long remember. We believe there are some exciting things occuring in the Toledo Public Schools especially here at McTigue Junior High. We regret that the Mayor, because of other business, will not be able to greet you this morning and welcome you to our city. I am extremely pleased, however, to have our Superintendent of Schools here and especially this Superintendent. I think he is the type of man that all of us desire to have as Superintendent when we're in Pupil Services. As many of you know, he formerly was Superintendent at Sylvania where he acquired what was probably the first School Social Worker in the State of Ohio; expanded their psychological services, and built a strong Special Education Department. In the six and one-half years Dr. Dick has been with us, special services and services to handicapped children have actually doubled. That's a tremendous record, in my opinion. I know of no superintendent that has a greater interest in a balanced program than our superintendent, and I appreciate presenting him to you for some welcoming remarks. Dr. Frank Dick, Superintendent of Toledo Public Schools.

Dr. Frank Dick
Superintendent
Toledo Public Schools

We're glad to bring you greetings from the glass center of the world. Lots of things happen here in Toledo and we can mark the 1970-71 school year as a most interesting and eventful one. I'd like to say that we're glad to have you here in Toledo, but we're particularly pleased that you would select McTigue because we have some very interesting activities headed by a very interesting gal, Louise Brower. I think you'll grow to appreciate and enjoy her contributions. We are deeply interested in our city and in each individual youngster.

You know, for a lad who came from the farm, was born and reared in a small area, and who has been Superintendent of Schools of a School District with 180 students in twelve grades, to a rural consolidated school with 600, to a suburban district with 6000, and now into the big city where we have 61,000 students, I know of your concern. I've been there.

I'll try not to talk to you from any theory or from any type of position, but I do want to say this. We are attempting in our city to put into practice a basic philosophy that in Toledo it's the individual who counts. This is a simple philosophy, but to implement it takes a lot of changes, it takes a lot of movements, and it's going to take almost an upheaval in the large city to accomplish this. Toledo has it all. We have our financial concerns, we have our staff relations problems, our salary adjustment concern. We have racial tensions, we have deteriorated housing, we have the works. But the future of this country rests in our large cities. For those of you who do not function in the large city and are somewhat comfortable in your suburban area or rural area you have your problems. I know what they are, but nothing in this country will succeed unless the major cities of this country solve the educational dilemma.

We have 61,000 children in our schools. It's hard to tell you what our Aid to Dependent Children list is. The only reason I mention Aid to Dependent Children list is because it's indicative of the economic level. We have over 10,250 on Aid to Dependent Children. That is one out of six students in our city and it's going to accelerate because of a lack of adequate housing.

We're pleased in this city that McTigue Intermediate School is part of our school district. It didn't use to be. It was an independent district. Now it's part of our district and it's helping to give us some balance in our total school district.

I glanced at your program and had a genuine pleasant feeling that you are directing your attention today to some of those basic things that need to be done for the individual child. Our drop-out rate in the cities is too high; the unemployment rates continue to mount; the welfare costs go on and on, and up and up, and I think it behooves the schools, the public schools, to address themselves to this concern. How can we demonstrate success for the youngster? We're in the business of success; too often we've emphasized failure and not enough success.

We've pushed the Special Education and the Special Services Departments very much in our city. We wish we could do more. We've stressed vocational development and now we've expanded vocational education to the second largest program in the state. A total of 47% of our juniors and seniors are enrolled in some form of vocational education. Sounds good, doesn't it? Probably the best in the state for a major city, but we haven't scratched the surface because some of the students are only taking partial vocational courses. I hope that you school counselors will take the time with the individual that we need, take time to talk to him.

As I visit with parents, and as I visit all sections of the city, I talk with youngsters and I do talk with youngsters. I had occasion two days ago when I talked to three to four youngsters from each high school for about three hours; that's an experience. Why don't you get them all in a group and talk with them! The things they tell me are the things I knew back on the farm. Basics have not changed. They want attention, understanding, a genuine concern on the part of a guidance counselor, the feeling that someone cares. The problem of the major city is that the schools are so big, so huge, so mammoth. A total of 22,000 students walk in and they're all individuals feeling almost overwhelmed day by day. The one value of a smaller school unit is that they get to know each other. If you do nothing more in your function as a guidance counselor, help the individual feel that he counts and that someone cares.

If I ask the kids such questions as, "Do you know your guidance counselor?", "Do you know his or her name?", "Can you talk to him in the hallway or do you have to go in the office?", the kids'll tell me, "I shook up a guy a couple of years ago by asking, 'Why don't we try something? Why don't we have a guidance counselor without an office?' By so doing he'll be out in the hallway, he'll be in the classroom, he'll be where the kids are." What I am trying to emphasize is that the hallway guidance, the little things that you enjoyed as a young person when you went to school were the things that were meaningful to you then, and these things are just as meaningful to youth today. I hope we never become so sophisticated in our approach that we lose that.

Well, Robert, you didn't expect a dissertation this morning, did you? He wanted me to say "Hello," but you see interesting things happen with guidance and guidance counselors. The general public wants more and more. Boy, we need guidance! Why? Because parents are having problems with their youngsters. They're frustrated and can't understand what's going on. By the same token, statewide, the classroom teachers are beginning to question the value of the counselors. I'm not telling you anything you haven't heard so you have two dilemmas. On the one hand the public is saying, "Boy, we want counselors because we have this problem." On the other hand, your classroom teachers, when you sit across from them at the bargaining table, want to know why you're spending all that money on counselors, why you don't put it in the classroom teacher. So I think you have a job to do. Your job is to make sure the classroom teachers understand what you do and the responsibilities that you have. I'm sold on principals having guidance counselors. I think maybe we started at the wrong end. You can start at the high schools, move to junior high, and pretty soon we'll be down where we should have started. That's in the elementary school. We're starting to do that in our city. We have 12 elementary school counselors. We probably should have three times that many if we had the money. This is where we're going to go.

Today we bring you greetings from our city. We keep things churned up in our city, we keep moving ahead, but the city needs your help and your understanding. You may not be part of a large city district, but, my goodness, we need your compassion, we need your understanding. We hope you enjoy Toledo. Thank you very much.

Miss Louise Brower
Principal
McTigue Intermediate School

Welcome to McTigue. The student body joins the faculty and administrative staff in extending to you greetings and our favorite courtesies during your visit here today. We want all of you to feel at home and avail yourselves of our facilities. It seems appropriate that McTigue should serve as host to this gathering. Guidance is stressed here constantly. I know of no other area where children are made so welcome by two very fine counselors. Would you believe that new youngsters to our school for the very first time have a personal tour of the building by the guidance counselor? Would you believe that every phase of his or her schedule is gone over very carefully by our guidance counselors: Miss Haney, whom you met down in the library, has the first half of the alphabet, and Mr. Norton has the last half. These two people do a tremendous job. It's also appropriate that you

should meet here because we have a program which is probably very different from any other city and it also was the pilot project in our Career Orientation Program. Three times a year we have a Career Clinic here at McTigue when we bring in people who are successful in their profession and in their occupation. These occasions not only prove inspirational and informative to students, but prove beneficial to our staff.

We hope you gain much by being here with us today and we emphasize that we are most happy to have you here. If there is anything we can do to further add to your comfort and enjoyment I'm sure you'll find all of the staff willing to help. Thank you so much for coming.

Dr. Charles E. Weaver
State Supervisor, Guidance Field Services
Division of Guidance and Testing
Ohio Department of Education

These past few days I've had the pleasure of participating in a Career Conference in Florida. It seems as though their concerns are the same as our concerns. Their theme could have been the theme that you have today which is "Up, Up With People" to emphasize the positive. One of their concerns was with the way that we produce scars on students unintentionally. Let me give you several examples. We talk about the college-bound and the non-college-bound student. The term "non-college-bound" means less than something. The statement was then made, "Suppose we talk about the employment-bound and the non-employment-bound student. What thought would pass through our minds?" In order to keep it positive, might we say, the college-bound and the employment-bound student? Let's keep our talk positive, emphasizing "Up, Up With People" instead of perhaps unconsciously producing what can be a scar.

Another illustration of educational degradation was an example of an approach used at commencement time as a very subtle approach of saying that one group is not as important as another group. All of the seniors planning to go on to college were asked to please stand. These college-bound students were then given a round of applause, while the remainder of the students were ignored.

Another illustration was given of a teacher wanting to be a real friend to students and desiring to challenge them. One day, an academic student came in and said, "I would like to be a truck driver" and this teacher, obviously shook by his statement replied, "Why, with your ability, you don't want to be <u>just</u> a truck driver!" Subtle, unconscious, unintentional, such statements can produce scars. Let's think about our own dealings with people. Are we using the "Up, Up With People," positive approach?

With the next issue of "Ohio Guidance News and Views" there will be an enclosure of ideas which were chiefly gathered at a workshop at the American Personnel and Guidance Association Convention in Atlantic City which will give a variety of ideas of what can be done during National Vocational Guidance Week this fall. I hope that each one of you will take a special look at that and ask, "What can I do in my school?"

It's a genuine pleasure to represent the Division of Guidance and Testing today. I know we have at least two other staff members here, Jim O'Connor and Jerry Ognibene. I hope you will discuss with them any of your concerns where we may be able to help.

Today I asked some of the conference planners, "How does it feel to see your planning actually come into reality?" One quick reaction was, "It's been a lot of fun!" This is the attitude we like to see for it gives meaning to the theme, "Up, Up With People."

It's a real pleasure to see you here today. We hope that you will take home with you some ideas that you see here in action at the Toledo Public Schools where they are trying to put into practice the philosophy that was stated by the superintendent. Thank you very much.

<u>Dr. Keith D. Barnes</u>
President-Elect
Ohio School Counselors Association

I've been traveling across the state for the past three months holding regional meetings concerning legislation for guidance, inviting counselors from counselor organizations, and very frankly we haven't been getting the kind of turnouts we were hoping to get. The people who did show were highly motivated and dedicated and we're getting some feedback from them to the State Legislature.

Let me quickly bring you up to date on what's happening. The Ohio School Counselors Association early last fall wrote a legislative proposal and presented it to a number of groups, OEA in particular, for approval. Representatives presented this proposal to the OEA Delegate Assembly in December where it was passed unanimously. Very briefly and very simply stated, the proposal emphasized the funding needs of guidance and counseling services from Kindergarten through the twelfth grade. Not seven through twelve, or K through six, but K through twelve and that is the way the legislation is written at this point in time. The handout you have, gives you some background as to where we are at this point.

We have done a number of things. We've talked with Governor Gilligan,

we actually got in his office, we kept knocking on the door until it opened. I got to know his press secretary on a first name basis and I think he finally let us in because he wanted to get rid of us. We had about ten minutes with the Governor. He held a press conference and we talked about the need of guidance services in particular, and Pupil Services needs in general. I think our strength this year in getting the legislation passed will be largely in the fact that there are six areas being considered for funds. These six areas are visiting teachers, school librarians, school psychologists, speech and hearing therapists, school counselors and school nurses. We are meeting this coming Thursday in Columbus, for example, with the presidents of each of those organizations. What we need is a letter campaign or telephone campaign with the legislators and particularly with the members of the House Education Committee. If you know any of these six individuals call them and talk with them about the particular part of Bill 476 which is a breakdown into three bills in order to deal with it more effectively. H.B. 476 is the bill that Mr. Murdock's subcommittee is considering. This is the bill we're very much concerned about.

We've come a long way in the past three months and we're hoping now to get counselors at the grass roots level involved in getting civic leaders, superintendents of schools, school board members, anyone in the position of authority to write to the legislators because, frankly, we're in trouble financially. Everyone is. In Columbus, for example, our levy went down the past week so we have to find $6,000,000 in cutbacks in the next few months before school opens next September. I'm sure this has happened all across the state. As long as funding in guidance and counseling services and other pupil services is geared to the general fund of any school budget, we are always going to be in trouble in times of financial stress because one of the first things that most administrators look at is guidance services, and the music program, and a number of other so-called "frill" activities. Until we get to be funded independently such as the speech therapist and the school psychologist have been for a number of years, we are always going to be in trouble.

I would urge each of you to go back to your schools and influence people; write letters yourselves. We have a number of letters being written to the Governor and to Dr. Essex. In fact, I had a call from the office of Dr. Essex the other day. I think he wants us to stop writing to him and write to the legislators.

We're getting support from a number of people. We have support from about 25 different state organizations including the Farm Bureau, the Grange, the Ohio School Boards Association, OASSA, etc. We appreciate that support but now we need to get to the key people in the legislature

because we're talking about the survival of guidance and counseling in the future, in the next ten years, but especially next year. In Columbus, for example, we have an elementary guidance program involving 46 counselors. A total of 23 of those counselors are going to be cut in September unless the state provides money because our levy has failed and we have no money to provide these services. Eight secondary counselors are being cut because they came into the system two years or less in time of services in Columbus. They will be losing their jobs. It's not just the elementary or special services areas, it is also the people in the secondary program. I think any one of us in a period of crisis could potentially lose our jobs. So I have vested interest in getting this legislation through, too.

I think you see what I'm saying. We need your support, we need support from the community, we need support from anyone in a position of authority. You would be amazed at the number of influential people you know if you stop to think about it, like your spouse for one person. Maybe your spouse is involved in some kind of activity that would command the respect of a legislator if he or she would write a letter. Involve people in your immediate circle. Anyone who writes to a legislator will get some kind of positive reaction, I think. We hear a lot of people communicating who are saying, "I don't want this, I don't want that, I don't want more taxation, I don't like this, I don't like that," but we want you to say what you do believe in and that, I hope, is that you believe in and support guidance and counseling services.

We do have an audio-visual presentation that we've prepared for OSCA that outlines the needs of guidance and counseling services. This is available for your use at any given time. If you have a group that you'd like to show it to, simply write to me and I'll send it to you and hopefully you will send it back to me promptly, so I can share it with other people.

Thanks for taking prime time to include this presentation in the conference. We're at a crucial crossroad now so please take ten minutes to write a letter even if it is by hand. We need to make some impact upon people in the legislature. Thank you very much.

Mr. James Norton
Counselor, McTigue Intermediate School
and President,
Northwestern Ohio Guidance Association

At present, the Northwestern Guidance Association has pledged its support to try to help push for legislation to include counselors in the school funding bill. I think this is a must, something that has to come.

Keith brought with him today two public service tapes. I do suggest you listen to the radio stations in the Toledo area and we hope to have each one of them saturated with public service announcements creating an awareness about the school counselor. We'll be beating the doors of the radio stations just trying to get something on the air about the school counselor. Anything you can do to help and let people in the community know there are such animals as counselors, I think, indeed, is in everyone's favor.

We have worked hard for this conference today. We think we have a good and meaningful program and we do hope you enjoy yourselves.

LUNCHEON ADDRESS

EVALUATION AND ACCOUNTABILITY IN GUIDANCE

Dr. H. Eugene Wysong
Associate Professor
Department of Guidance And Counselor Education
University of Toledo

"Up, Up With People" is a beautiful theme for a conference, especially for a conference of counselors. We can identify with the theme for this conference because we accept our role of trying to help people rise to the heights which they have chosen for themselves. Through our role of helping others, we too are fulfilling some of the life values that we deem important to us. We also experience the "Up, Up With People" feeling by being effective in helping others.

All of us who are or have been counselors have had various experiences which are meaningful to us. I thought about this idea for some time. In an attempt to portray some of the feelings experienced by counselors I prepared some home made slides. If you've had some of these experiences, may these slides which I am now going to show will have some meaning to you. Can you remember when you were asked "Will you be a counselor?"

(Slides were shown)

From your response, I think that you must have experienced some of the situations depicted by the slides.

You know the song which states "This is the Age of Aquarius." There is now another song being sung which is called "The Age of Accountability." Many people believe that education, guidance included, must be accountable. It seems quite appropriate that we as counselors should be accountable to our students, parents, teachers, and administrators to whom we are responsible. These people are asking us two questions. The first question is "Are you doing what was agreed that you should do?" Secondly, "Are you achieving the goals that we both agreed to be important?" The first question relates to our performing the guidance activities in our job description and the second question relates to the accomplishment of guidance objectives.

Why do we want to evaluate guidance? Sometimes we view the need for evaluation similarly to the story of the man who walked into the drugstore with his arm cocked in a peculiar fashion. He walked up to the counter and told the clerk, "I'd like to buy some chewing gum." The clerk gave him the chewing gum. In trying to get the money to pay the clerk, the man kept

his one arm in the cocked position while awkwardly reaching for his money with the other arm. After paying the clerk he tried unsuccessfully to unwrap the chewing gum package with one hand. The clerk watched all of these difficult maneuvers then finally said, "Wait, I'll help you." As he unwrapped the chewing gum he asked, "What happened to your arm? Were you in an accident or was it hurt in the war?" The man looked over to his cocked arm and said, "My golly, someone stole my watermelon."

Some people think that we need to evaluate guidance programs and show positive results or "someone will take our watermelon from us." There may be some truth in this belief. However, I believe that a more important purpose exists for evaluating guidance programs. We should evaluate so that improvements can be made in our own programs. In a profession we must be accountable to ourselves and seek to make improvements in our services.

Evaluation for the sake of evaluation has the impact of a wet noodle. Evaluation procedures must reflect the purpose of evaluation. If the main purpose is to improve programs, the procedures used in evaluation must have the potential for facilitating change. Program changes come from actions of people.

I consider program evaluation to be a process of:

1. Establishing the program objectives and activities which are considered to be desirable.
2. Obtaining information which provides clues to the accomplishments of the desired objectives and activities.
3. Making judgments on the adequacy of the accomplishments.
4. Deciding what steps to take in the future for improving the program.

Evaluating Secondary School Guidance Programs

As most of you know, materials and procedures have been developed for use by Ohio guidance personnel who wish to evaluate their programs. Instruments and data processing services are available to support guidance program evaluations.

Through the experiences of evaluating over one hundred secondary school guidance programs, some tentative ideas are being developed concerning guidance programs generally. In each guidance program evaluation, students were asked to share their ideas and perceptions about guidance in their own school. The students completed an inventory entitled Guidance

Program Evaluation Student Survey. One of the questions was, "When meeting with you, does the counselor usually talk about the things you want to talk about?" What do you suppose the typical reply was to that question? Usually, 70 to 80 per cent of high school seniors said "Yes." Another question was, "Do you believe the counselor is really interested in you?" Approximately 70 per cent of the seniors said "Yes" to that question. A question which is a comparison to the last one was, "Do you believe that most of the teachers are interested in you?" Typically about 40 per cent of the students said "Yes." Another question was, "Is it easy for you to get in to see a counselor if you want?" A wide range of responses was given to this question - 33% "Yes" to 90% "Yes." Another was, "Do you think that every school should have at least one counselor who has time to help the individual student?" The typical response was 95% "Yes."

Teachers and students were given the opportunity during the guidance program evaluation to make comments in response to open-ended questions. The two open-ended questions were, "In what way has the counselor been of most help to you?" "In what way could the counselor be of more help to you?"

The following are some of the comments made by teachers:

(a) "The counselors have given to me advice on an individual student. They have been very encouraging in conferences concerning abilities and limitations of students. Keep up the good work."
(b) "Whenever there is time available, I find our counselors to be of immense help. They will aid you in any problems you might have, talk to any student, and are always willing to help planning where they can. They never push, but usually suggest helpful ideas."
(c) "I would like to know what happens to students when they are sent to the counselor without making a trip to see the counselor. Very seldom is this information returned to my mail box."

The following are some of the comments made by students:

(a) "The counselor has been of most help to me when we met in a small group to discuss our vocation."
(b) "The counselor has been of most help in helping us with good study habits and improving our grades."
(c) "When I first came to this school the kids gave me a very hard time."
(d) "I went to the counselor and talked to her. She helped me get through the year."
(e) "She takes her time and does not rush and makes you feel like you're someone important."

(f) "My counselor has been very helpful in helping me decide about my future career and also the subjects I need. He is always willing to see students and to help them. I think he gives students more confidence in themselves."

(g) "She couldn't be of any more help than she already is. I think she is one of the most important people in the school system."

(h) "I never had the use of my counselor. And if I had it wouldn't have done much good for she never has any time. If she is not talking to someone who has done something wrong, then it's paperwork. We have a very good counselor, too bad, she doesn't have the time for her job."

(i) "I think a counselor would be more help to me if I would be able to talk to them more freely and easily. When I talk to a person about a certain problem, I want to feel at ease. It seems as though I am always in a rush in the guidance office, and there is never enough time for them to listen to my problem."

(j) "She is usually so busy with her work that she doesn't have time to talk to all the students that need her help. If she didn't have so much work, more people could talk with her. There should be two counselors, one to work and one just to talk with students."

From my own personal experience in helping schools evaluate their guidance programs, I would judge that the following objectives are being accomplished to some extent and the order of their listing would be an estimate of the ranking which I would assign:

1. Assisting students to select their school courses.
2. Assisting students to select and enter post high school educational programs.
3. Assisting students to participate more effectively in school.
4. Assisting students to grow in their career development and to plan and enter occupations.
5. Assisting students to resolve personal-social types of concerns.

Evaluating Elementary School Guidance Programs

Recently, I have been working with elementary school counselors for the purpose of developing instruments and procedures for evaluating elementary school guidance programs. The concept of program evaluation also includes system assessment which is a process of identifying the needs and resources

of a school. In those schools that do not have a functioning guidance program, the instruments and procedures of evaluation can help in identifying the needs for such a program.

Preliminary instruments and procedures are being tried. Hopefully, more fully developed materials will be available during the 1971-72 school year.

Evaluating Counselor Education Programs

This year, the Ohio School Counselors Association engaged in efforts to participate with counselor educators in helping them to evaluate their counselor education programs. I was appointed chairman of the committee which initiated the evaluations. We completed an evaluation of the program at Kent State University and The University of Toledo. Instruments used in these evaluations are being revised and new ones are being developed for use by counselor educators.

Evaluation is a process which aids counselors and counselor educators to engage in creating program changes. As professionals we are attempting to assume the responsibilities for our activities and to make improvements whenever feasible. Others who are effected and who participate in the guidance program also wish to provide their imput for affecting change. Through a total school involvement we can best arrive at agreements which make change possible.

(Dialogue over telephone)

I hope that the time we have shared together has been worthwhile to you. I appreciate being invited by my friends from Toledo to speak with you today.

GROUP SESSIONS

GROUP 1 -- INTEGRATING SEX EDUCATION INTO THE HEALTH CURRICULUM

Presenter: Mr. Richard Honner
Supervisor, Health and Health Services
Toledo Public Schools

Recorder: Mrs. Sharon Frankel
McTigue Elementary School
Toledo, Ohio

The Toledo School System will begin a full K-12 Sex Education Program. Toledo developed this new program through four channels:

1. Ad Hoc Committee
   a. Clergy
   b. Parents
   c. Educators
2. Student Information Committee
   - students making recommendations
3. Board of Education Support
4. Curriculum Committee
   - broad range of educators from K-12 and administrators

Important ramifications of this program include:

1. type of individual who teaches such a class
2. religious overtones
3. co-educational classes are a must

The overall plan for this program is as follows:

K-3
Resource units being prepared

K-6
1. Inservice for teachers
2. Post graduate classes for teachers

Grades 7-8

Three two hour sessions for parents

Grade 9

1. Health class
2. Home Economics class
3. Science class

With the Toledo School System entering K-12 Sex Education, its schools should be leaders in this type program. The success of Sex Education Programs will largely depend on total support by the administration and classroom teachers who are well qualified to teach this subject. It is also important for the curriculum to include religious considerations.

GROUP 2 -- SOCIAL WORK SERVICES IN THE INNER CITY

Presenters: Mrs. Sara Duty, Social Worker
North Toledo Pupil Personnel Center
Toledo Public Schools

Mrs. Bertha Murray, Social Worker
Sherman School
Toledo Public Schools

Recorder: Mrs. Susan Shanker
Robinson Junior High School
Toledo, Ohio

The differentiation between social workers and counselors was discussed. Both presenters felt that, although the roles overlap, social workers and counselors could work effectively together. They defined the basic difference to be emphasized. The social worker emphasizes the family as a unit, and the counselor emphasizes the child in the school setting. Both Mrs. Duty and Mrs. Murray stressed that they must work at a practical level. Immediate concerns, such as lack of food or clothing, must be solved before they can begin to focus on school problems. They also felt that the parents are set in their ways of doing things. It was their opinion that the social worker must become involved with the community and know what resources there are available.

Discussed in detail were the programs Mrs. Murray has established for mothers and sixth grade girls. She works with various units:

1. Telephone Courtesy
2. Child Care
3. Sewing Class

GROUP 3 -- INSTRUCTIONAL RESOURCE MATERIALS CENTER

Presenter: Miss Norene Drewicz
Materials Specialist
Toledo Public Schools

Recorder: Mrs. Joyce Brown
McTigue Elementary School
Toledo, Ohio

The objectives of the Northwestern Ohio Instructional Resource and Materials Center are:

1. to sensitize teachers to what constitutes adequate teaching materials,
2. to provide a clearing house for new materials,
3. to establish laboratory classrooms so that new materials can be evaluated,
4. to provide a center for teachers in training,
5. to seek out and to encourage the production of innovative teacher constructed materials and techniques, and
6. to keep abreast with the newest in research.

Miss Drewicz stated that the Center provides all kinds of visual aids to help teachers of different phases of handicapped children. Materials should be adapted to meet the needs of the students. It is the Center's purpose to go into the classroom and train teachers to use the various kinds of materials available to them.

As a final point, Miss Drewicz stressed the importance of instilling in these children that it is better to get along with people?

GROUP 4 -- HELP FOR THE LEARNING DISABLED CHILD

Presenter: Miss Monica Duebel, Supervisor
Classes for the Neurologically Handicapped
and Emotionally Disturbed
Model Cities Capic Program
Toledo Public Schools

Recorder: Miss Diane Pauken
Fulton Elementary School
Toledo, Ohio

The definition of a Learning Disabled Child is a child who is average or above average in intelligence, but is not functioning up to capacity. The causes may be psychological or physiological in nature.

There are two catagories of Learning Disabled Children: the neurologically handicapped and the behavioral handicapped.

Classes for children with learning disabilities were summarized:

1. A short term program- 1 or 2 years (sometimes 3 years at most)
2. Identify early - hopefully in primary grades
3. Eight units in Toledo - Seven primary, one intermediate
4. We can do more for children when they are young. As they get older, the problems compound.
5. Identify children in Kindergarten or first grade for best program results.

Since the State pays for one-half of the program, it limits the age of the students in it to 14 years. Tutors in Learning Disability Programs are used when a child does not need a special program, but needs help in only one subject area; when a child is too old for the program; and when a child returns from a special class to the regular classroom and needs a crutch at that time (10-12% of the children need this help).

The characteristics of young children with learning disabilities include:

1. average or better IQ, but not able to learn in some subject area(s),
2. perpetual difficulties: hand-eye coordination - cannot reproduce very well what they see,
3. auditory perception--language lag problems - cannot process what he hears,
4. hyperactivity - may be on medication. Seven boys for one girl in this group cannot sit still, they may drum on desk, irritate teachers but they cannot help themselves.

These children are often emotionally unstable, they tend to overact. Little things can throw them. They are impulsive, easily distracted and lack social awareness, which is especially true at the junior high level.

As the program only goes to age 14, the question is asked, "What about afterwards?" Some of these children stay at Mt. Vernon for a year or two, then they go back to their home school with the help of additional tutoring.

GROUP 5 -- CAREER ORIENTATION

Presenter: Miss Jama Doenges
Career Coordinator
McTigue Intermediate School
Toledo, Ohio

Recorder: Mrs. Sheila Chacker
Gunckel Elementary School
Toledo, Ohio

Miss Doenges described the Career Orientation Program at McTigue Elementary School. The purpose of the program is to show the students that there is respect in all kinds of work, it shows them what they can be, and it exposes them to 75 different jobs. This program introduces all fields of work to students of all ability levels.

Volunteer speakers visit during a Hospitality Hour (sometimes 40 in one afternoon) and are met by Student Council members. City Government is one resource for career development. Speakers not only discuss their jobs, but also demonstrate some of the things they do. Speakers try to relate to subject areas. The students are active in discussions. Parents serve as resource people. Speakers bring materials which children perhaps have never seen.

Students learn several areas within any one field. Various educational areas are represented utilizing school personnel.

Field trips constitute the other half of the Career Development Program. During one week each child goes on four field trips, including visits to hospitals, manufacturers, parks, etc. "Hands on" experience proved to be an interesting activity for the students.

Displays throughout the school building help stimulate student interest. It was stressed that careers can have a positive lure like sports, etc. The relationships of careers to school subjects are also stressed.

A Resource Center houses career development materials. These include tapes, books, posters, career kits, movies, slides, and pamphlets.

In-class activities are very important to follow up the program. Students also act as resource people.

Some problems are inherent in the program, which include loss of class time, young age of children, etc.

The program was discussed in detail--where funds are being spent, and the duration of the program.

GROUP 6 -- SHELTERED TRAINING EXPERIENCE PROJECT

Presenter: Mrs. Phyllis Berman
Coordinator
Toledo Public Schools

Recorder: Mrs. Lorene Gunderson
McTigue Elementary School
Toledo, Ohio

The success of the "Sheltered Training Experience Program" in the Toledo Public Schools for handicapped youth in the secondary schools lies with the support of the Toledo Board of Education and the willingness of industry to accept the program. Unlike other workshops, the "STEP" project aims at instilling good job attitudes and an understanding of the world of work. It is a transitional experience between school and the world of work. It provides for supervised on-the-job training which will lead to employment in non-skilled occupations. Emphasis is placed upon adjustment from school to full-time employment.

This program was initiated for the physically handicapped individual who exhibits the potential and has the possibility of community placement after successful job training, and who has the ability to get to and from the job or workshop; for the educable mentally retarded student who is in need of training on a sheltered basis before the possibility or feasibility of placement in the junior year; and for the deaf student who is enrolled in a special class in one of the local high schools.

All students who are enrolled in "STEP" attend classes in their regular school building from 8:30 a.m. to dismissal time at 12:00 noon. During

this period they receive academic instructions following the curriculum. The actual training experience is from 12:30 to 4:00 p.m. All students are paid for work during this period at a rate depending upon the job under contract. They are under the supervision of job coaches and assisted by a "Big Buddy" who is a college aide. Every Friday afternoon, from 2:00 to 4:00 p.m. is spent in group guidance sessions with personnel under the direction of a professional counselor. These sessions give the students a chance to air any differences or solve any existing problems. During the training session, the students are engaged in various jobs, depending upon their capabilities and the present job under contract. The purpose of the jobs is not only to give training in various skills, but, to instill proper job attitudes. Many agencies act as supportive aides in order to meet the needs of the individual in the program. The Bureau of Vocational Rehabilitation, Concentrated Employment Program, Model Cities, Bowling Green State University, and the University of Toledo aid in this program. In order to better prepare the students for their junior work experience, and to help them arrive at a partial decision as to what type of job they would like, a monthly vocational guidance session is held. At this time, people from various types of industry discuss career possibilities and proper job attitudes.

The Sheltered Training Experience Program has the following objectives:

1. To provide a realistic work situation under supervised training in various entry jobs.
2. To instill good work habits and job attitudes under a realistic job situation.

3. To provide a transitional experience between the school experience and the community job placement program.
4. To provide opportunities for students to work under supervisory personnel who represent authority figures.
5. To provide a liaison between the public school and the many facets of industry, business, and other social agencies in the community.
6. To establish a group situation that provides opportunity for students to understand their own disability and weaknesses as well as those of others.
7. To provide group and individual counseling for students who have personal and social behavior problems that are interfering with work and social potential.
8. To provide more meaning to class experiences through job experience related activities.
9. To provide an opportunity for special education teachers to develop an understanding and relationship with exceptional students.

Students are selected for this program on the basis of the following qualifications:

1. Student must be in a special class due to his handicap.
2. Student has problems getting along with others as determined by the public school staff.
3. Student has potential for a job only if he has training as determined by the public school staff.
4. Student has poor job attitudes as determined by the public school staff.
5. Student is unable to determine in which area he should pursue a career.
6. The disability observed in the student by teachers and work-coordinators has become a handicap and will hinder in successful job placement.
7. Potential mobility to get to and from jobs.

It is the policy of the Ohio State Department of Education and the Toledo Board of Education that credit toward a diploma be awarded for successful work experience. Each student in "STEP" receives two credits toward graduation.

GROUP 7 -- FAMILY LIFE EDUCATION

Presenters: Mrs. Mary Ford
Training Coordinator for Parent Aide Program
Toledo Public Schools

Mrs. Louise Parks
Supervisor, Home-Living Units
Toledo Public Schools

Mrs. Kathleen Eltimashy
Family Life Consultant
Toledo Public Schools

Recorder: Miss Carole Kiroff
Rogers High School
Toledo, Ohio

Mrs. Ford explained that the Parent-Aide Program is an effort to integrate more closely the community and the school. Parents employed must be from the school community. They are active in a complete orientation to school policies and procedures. Communication between aides and teachers is very close. Many of the parents are now in the process of continuing education.

As the supervisor of home-living units Mrs. Parks believes that many students in the schools can readily be identified by principals and teachers as coming from inadequate homes. After a referral of such a student to the home-living unit, help is available on a one-to-one relationship or small group discussions. It is one of the goals to stress the importance to women for trying to develop self-perpetuating goals. The case worker is a non-professional who works with the mother in areas of practical good home-making habits.

Mrs. Eltimashy discussed the laboratory nursery school as it functions as a socialization unit for the children. At the same time all types and ages within the school system and the community are able to have exposure to the child's development. It is hoped that students observing and participating in the program will change ideas on family living and develop confidence in themselves.

In concluding, it was stated that the services discussed of the Family Life Education Unit are very important in bridging the gaps from community and school. The alleviation of really desperate circumstances is accomplished by the Family Living Unit. Developing good attitudes toward the family, child development and education are accomplished in vital, practical situations.

GROUP 8 -- A DRUG INTERVENTION CENTER

Presenter: Mr. Kenneth Greene
Coordinator of Drug Education Programs
Toledo Public Schools

Recorder: Mr. David Schmidt
McTigue Elementary School
Toledo, Ohio

In this discussion several causes of the drug problem were mentioned which included a lack of communication with parents, peer pressure, a need to escape, alienation, standards -- home, school, church, shift of values, mobility, purpose and goals, too much leisure time and not enough constructive activity, a lack of love, of confidence, being unable to feel or express themselves to anyone, and no peace of mind.

A member of the Family Tree, Mr. Michael Elliot Behar said that young people today are not being shown a sincere empathy from parents and soon are able to reject any type of parental affection. Young people soon become immune to any attempts to express love on the part of their parents, and become frustrated to the point where they turn to drugs or other escape routes.

Family Tree is a therapeutic community. People involved discuss problems that have been causing their troubles on a level which allows them to do so freely without fear of being put down. Group therapy is used where hostility is brought out freely. The community is very flexible. Family Tree meetings are held any Saturday night from 8:00-11:00 p.m.

and are open meetings. The community has three phases in dealing with troubled youth:

1. For the first six months, they work and live in the community house.
2. The following six months consists of work and school outside, but living in the house.
3. They return to the house only for advice on problems.

GROUP 9 -- STUDENT RIGHTS - STUDENT UNREST

Presenters: Mr. Robert Carson, Executive Director
Pupil Personnel Services and Programs
Toledo Public Schools

Mr. Richard Turner
Human Relations Director
Toledo Public Schools

Recorder: Miss Carol Keener
McTigue Elementary School
Toledo, Ohio

Mr. Turner, using the Handbook for Community Coordinators in Toledo, went over procedures to be followed during a student disturbance. Some of the steps to be followed were:

1. to contact all elementary schools in the area
2. to get the agitators off alone in a room
3. to have one person in the school who is to handle all news media
4. to have the teachers remain in their rooms and continue to conduct classes and keep order there.

Some suggestions for preventing a disturbance, which he felt were the most important were:

1. have coordinators participating in community activities so that they are recognized as a friend rather than "the man"
2. to have dialogue with students

A question and answer session followed where he elaborated on many of these points.

GROUP 10 -- BEHAVIOR MODIFICATION

Presenters: Mrs. Geneva Watters
School Psychologist
Toledo Public Schools

Mr. Roger Johnson
School Psychologist
Toledo Public Schools

Recorder: Mrs. Shari Miller
Rogers High School
Toledo, Ohio

The main theme for the workshop session on behavior modification was "take a positive approach."

Observational behavior was defined as being the type of behavior that when you tell someone or express your thoughts in writing, they would know exactly what you mean. It was stressed that children should be described in terms of what they do instead of what they are. One would, after describing the child, identify the behavior that is to be modified and implement a program to modify that behavior by using positive reinforcement.

Contingency contracting and social modeling are also methods by which behavior may be modified. The use of contingency contracting involves making an agreement with the child: When he does his part, you will do yours. Again, a positive approach is taken and you assume that the behavior or task will be done. Social modeling is simply a matter of "setting a good example." Without verbalization you, in a positive manner, show a child how to do something.

The workshop was interesting, informative and certainly useful to all who deal with children, not only on a professional basis as educators, but in the home as parents.

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GROUP 11 -- TEACHING THE UNTEACHABLES

Presenter: Mr. William Weber, Head Teacher
PEP School
Toledo Public Schools

Recorder: Mr. Donald Ryan
McTigue Elementary School
Toledo, Ohio

This special approach for those considered "unteachable" is referred to as a Pre-Employment Program (PEP). Mr. Weber, the teacher, has two goals:

1. to help his boys get back to school
2. to obtain a job

The boys are 14-19 years old. They have been expelled from school or have been refused attendance for some reason. They are boys that no one to this point cared about.

At first Mr. Weber personally visited the home of each boy. He was provided a mini bus and personally picked up the boys at their home each morning. At nine o'clock the class day begins with a study of current events identifying important places on a map. Happenings in Toledo and Ohio are emphasized for they are close to home. During the school day, Mr. Weber and his boys do everything together, breakfast at a Pancake House on Wednesdays, lunch, breaks, athletics, and work projects. Subject matter is related to its application in the lives of the boys.

Every Friday is field trip day. Places identified in the current events are visited. Included in the field trips have been visits to businesses in

Chicago, the Air Force Museum in Dayton, the Ford Plant in Detroit, a local sewage plant and duck farm, in addition to camping for a week in the Smokey Mountains.

Mr. Weber likes to teach and believes that the best teaching is to work with each boy at his level of educational development and understanding. He believes that this is the best approach to helping his boys to live a better life.

GROUP 12 -- ADAPTING MATERIALS TO THE EMR CHILD

Presenter: Mrs. Vera Heard, Supervisor
Adjusted Curriculum
Toledo Public Schools

Recorder: Mrs. Elizabeth Barr
Nathan Hale Elementary School
Toledo, Ohio

An Educable Mentally Retarded (EMR) child is a child in special education. He differs from normal students in the degree and extent of learning difficulties.

Objectives:

a. Teach him enough of the academic skills to function in daily adult life.
b. Teach him enough social life and skills to interact satisfactorily in his environment.

The Primary Level consists of pupils with primary EMR and a chronological age of 7-10

The Intermediate Level and EMR students with a chronological age of 10-13

Characteristics

1. Child cannot get along with people with his academic knowledge.
2. Child needs to learn, to relate to those in his own environment.
3. Child needs skills of "how to take care of himself."

Parents are not always capable of guiding EMR children. These children need real experience in how to extricate themselves from certain undesirable experiences.

Approach

Direct Experience - System in Toledo - California Achievement for years was given by psychologists only.

Primary Level

Readiness Period - up to 9 years.
Lag two or three years behind the normal child.
Should prepare him for academics at the Intermediate Period. This may consist of readiness for reading, arithmetic, science, language, etc.

Intermediate Level

EMR pupils require great motivation, have low self-concept, have a poor attitude toward work and school, have short attention span, and have a low tolerance level.

Most of us tend to push children into stages that they are not ready to conceptualize.

In addressing teachers, Mrs. Heard said that their approach should be concrete in the elementary school. The IQ score is not actually valid. Things are too traditional with our methods of teaching. We are not challenging them soon enough. We are inhibiting the rebellious child. Subjects are irrelevant.

Special curriculum and special methods are needed that are suited for the EMR child.

Learning characteristics is imperative (Oaks Junior College out of Chicago engineered programs build the learning around the student's strengths.)

EMR is a learning stage. Students take longer and arrive there at a much slower rate than normal students. EMR children's mental age must be considered when judging their behavior. Primary and Intermediate teachers must present work concretely, integrate many visual aids, prepare many individual lessons, take many field trips, and recognize different learning styles.

Dr. Frank Hewitt of Engineered Classrooms explains that teachers must slow the pace in order not to frustrate the child. They must possess unlimited patience. The EMR student learns best when he is involved. He should be able to feel, hear, see. Teachers must provide for sequential growth with a goal of preparing the child to take a place in society and to be self sufficient.

GROUP 14 - THE DILEMMAS OF PLANNING A GROUP TESTING PROGRAM

Presenter: Mrs. Margaret Kendall, Counselor
Start High School
Toledo Public Schools

Recorder: Mr. Nicholas Rombes
Rogers High School
Toledo Public Schools

A good part of the presentation was a description of what the Task Force, a committee of six, is doing about an overall testing program for the Toledo Schools. Some of the ideas they are contemplating include the following:

1. Hiring a testing director.
2. Using new instruments for testing.
3. Establishing local norms.
4. Using the services of a computer.
5. Doing some ability testing other than IQ.
6. Doing achievement and aptitude testing.
7. Establishing uniform time for testing for all schools.
8. Considering the method of reporting the scores to students and parents.
9. Determining what grades should be tested, when, and with what tests.

Comments from other counselors in attendance indicated that other schools are having similar problems with group testing. The general conclusion was that the program should be flexible so that future changes will be possible.

GROUP 15 -- A NEGOTIATING PROBLEM - COUNSELORS' SALARIES

Presenter: Mr. Alvin Bippus
Administrative Assistant
Teacher Personnel
Toledo Public Schools

Recorder: Mr. Kenneth Willard
Rogers High School
Toledo Public Schools

Mr. Bippus presented an overview of the structure of negotiations between the AFT and the administration working in cooperation with a Labor Management Citizens Committee. Negotiations have currently broken off and no solution is in sight.

He then explained the negotiations involved in counselor salaries. The Toledo counselors are currently paid on a ratio plan; however, this plan is being phased out. The counselors are bargaining with the administration, however, there is a role problem since the counselors are, in fact, now administrators. It seems that the counselor's role is not clearly identified and understood by either of the negotiating parties.

A lively discussion developed among the participants as to the various methods of compensation offered throughout the state. Each district has worked out its own solution to the problem. Factors involved in solutions were length of work day, extra time worked during summer months, and degree of responsibility involved in the counselor's role and function.

GROUP 16 -- STAFF DEVELOPMENT - THE CONCEPT AND THE PROCESS

Presenter: Mr. Walter Bonkowski
Executive Director
Staff Development
Toledo Public Schools

Recorder: Mrs. Carrie Baum
McTigue Elementary School
Toledo Public Schools

Statement of Philosophical Background:

The need for staff development is the result of pressures on the schools that are brought about by fundamental societal changes. Although these changes interact to a great extent, they can generally be placed in four categories:

1. The speed of technological change in communication, transportation, new tools, new materials, and invention adoption, puts pressure on the schools calling for a new diversion in teaching techniques and tools.
2. The altered faces at the institutions of family, church, and government and of the attitudes of reform vs. conformity, inquiry vs. acceptance, and problem solving vs. recitation, put pressure on the schools calling for a new dimension in teaching methods.
3. The knowledge explosion affecting available information, research techniques, and scientific achievements, exerts pressure on the schools calling for changes in the curriculum, the organization of the curriculum, and the training and retraining of the staff to deal with those changes.
4. Society's shifting values regarding population explosion, ecology, material gain, economics and leisure, life style, urbanization, civil rights and pockets of poverty, relevancy and revolution create pressures on the schools calling for new dimensions in learning.

The Process:

Implementation of staff development in Toledo uses the following system:

First, there must be an awareness of some particular need on the part of administrative personnel, supervisory personnel, and teaching staff.

Second, the Council on Instruction, which reviews general problems, and the In-Service Education Committee which studies individual problems, work together to present facts and recommendations through the Office of Staff Development responsible for the work done in the direction of staff development by both groups.

Areas of investigation are broken into four groups, each handled by a separate committee:

1. General Concerns - problems which would be of concern to all personnel, regardless of grade or specialization.
2. Individualized Programming - in this area, seminars have been offered on an incentive system to meet the needs in a specialized area.
3. Curriculum Implementation.
4. Orientation for new teachers and students and re-orientation to changes in the school.

GROUP 17 - THE HILLCREST PROJECT - ON-THE-JOB TRAINING

Presenter: Mrs. Kay McKinnon
Special Education
Toledo Public Schools

Recorder: Mr. Richard Thompson
Rogers High School
Toledo Public Schools

Mrs. McKinnon explained that the Hillcrest Project was so called because an office will be established at the Hillcrest Hotel.

The purpose is to train special education students in the various fields of maintenance for hotels. This is a non-paying job for sophomores and will be a first step to securing a permanent paying position.

Mrs. McKinnon noted that in many cases the student would not be able to learn fast enough while working for an employer to make it economically feasible to keep the student on the job. It is felt that if the students had an opportunity to observe and also participate in the classroom that the chances of their success on the job would be much improved.

The project is federally funded and will service 20-25 students on a year round basis.

GROUP 19 -- REGIONAL PUPIL PERSONNEL CENTERS - THE TEAM APPROACH

Presenter: Mr. David Jenssen
Attendance Supervisor
Toledo Public Schools

Recorder: Mr. Louis Woods
Rogers High School
Toledo Public Schools

Mr. Jenssen gave a brief history of the Pupil Personnel Centers in Toledo. The center had its beginning through CAPIC (Children's Assessment, Placement and Instructional Center) and was funded through Title III ESEA money. The East Toledo Center was used as a model since this is the center Mr. Jenssen is most familiar with.

The East Toledo Center began operations in January 1970. The staff is similar to that of Pupil Personnel staffs in many schools. However, it is the only one where this particular group works under one roof. The staff includes:

1. The attendance supervisor who presides over cases of excessive absence, truancy, and school adjustment problems.
2. The visiting teacher is "All things to all people." Mr. Jenssen characterized him as a short-term social worker.
3. The visiting teacher aid who does the clerical work for the visiting teacher and makes routine home calls.
4. The school social worker who handles long term cases and usually gets involved with other social agencies.
5. The school psychologist.
6. The diagnostician who is the go between with the school psychologist and classroom teacher.

Mr. Jenssen feels the central location within the community is a convenience to the clients and staff. The relationship with other social agencies is an advantage. The staff members learn more about each other and how they operate. He feels he knows more about the community and their economic problems than if he were in a school. Their biggest advantage is in the team approach to helping the student. They have varied backgrounds and talents to call upon in solving problems.

GROUP 20 -- ASCA ISSUES RELATED TO MIDDLE AND JUNIOR HIGH SCHOOLS

Presenter: Miss Virginia Fischer
Counselor
Cincinnati Public Schools

Recorder: Mrs. Kristin Brewer
Jones High School
Toledo Public Schools

1. At chairman's request, no tape was made
2. Miss Fischer wished to discuss the results of an ASCA questionnaire sent to counselors in February 1971. A total of 100 counselors responded regarding specific concerns, i.e. school setting, student needs, teacher groups.
3. Most of the time was spent discussing ASCA services to individual counselors. ASCA is presently attempting to effectively motivate local organizations through a state coordinator. Regarding present economic situations and subsequent cuts in personnel, counselors must consider the relative value of their efforts and sell these to the teachers and citizens. Use of the OSCA slides was urged.

Membership in OSCA and APGA does include two journals published quarterly and a monthly newsletter.

Funds are needed to continue necessary services. Local groups must organize and affiliate if they are to achieve the necessary and effective political goals.

CLOSING COMMENTS

Mrs. Kathleen Justen
Director, Pupil Evaluation Services
Toledo Public Schools

I am Kathy Justen and we're about to embark on the shortest closing session in the history of a conference. In planning any kind of conference, one is always concerned if the program that is offered will be worthwhile and informative to those who are in attendance. It is my sincere hope that your experience today has been a worthwhile one.

To aid other committees to plan conferences in the future your special attention is called to the yellow evaluation sheets. Note that you are asked to give your rating of the overall conference, and also for each of the workshop sessions.

It is my pleasure to express my personal appreciation and thanks to Shirley Haney and Jim Norton who've done such a tremendous job, and to Lois Brower and her faculty and her staff for their serving as hosts for this conference today. We also want to thank the Division of Guidance and Testing of the Ohio Department of Education, and to the Ohio School Counselors Association, which gives support to all of these conferences.

We think we're very fortunate that Eugene Wysong has come to the Toledo area. Working with him as I do regularly is a real joy. We want to express our appreciation to him for his address today.

It is my pleasure now to thank you for coming and to wish for you a safe journey home.

APPENDIX A

NINTH ANNUAL ALL OHIO JUNIOR HIGH GUIDANCE CONFERENCE PLANNING COMMITTEE

Honorary Co-Chairmen

Mrs. Kathleen Justen, Director
Pupil Evaluation Service
Toledo Public Schools

Dr. Charles Weaver
State Supervisor
Guidance Field Services
Division of Guidance and Testing
Ohio Department of Education

Conference Co-Chairmen

Shirley Haney, Counselor
McTigue Intermediate School
Toledo Public Schools

James Norton, Counselor
McTigue Intermediate School
Toledo Public Schools

Exhibit Co-Chairmen

Ruth Allen
Art Instructor
McTigue Intermediate School
Toledo Public Schools

Sue Masztak
Art Instructor
McTigue Intermediate School
Toledo Public Schools

Registration Chairman

June Garrison
Assistant Principal and
Dean of Girls
McTigue Intermediate School
Toledo Public Schools

Program Chairman

Robert Carson
Executive Director
Pupil Personnel Services and Programs
Toledo Public Schools

Publicity Chairman

Kay Quealy
Director of Public Relations
Toledo Public Schools

Hospitality Chairman

Evelyn Kinner
Home Economics Teacher
McTigue Intermediate School
Toledo Public Schools

Audio-Visual Chairman

John Will
Social Studies Instructor
and A-V Coordinator
McTigue Intermediate School
Toledo Public Schools

Program Cover Design Submitted By Bill Kibler-McTigue 7th Grade Student

Artwork By Sue Masztak-McTigue Teacher

APPENDIX B

OHIO SCHOOL COUNSELORS ASSOCIATION
EXECUTIVE BOARD
1970 - 1971

Elected Officers

President . . . . . Mr. Raymond J. Pack
Director of Guidance
Ross County Board of Education
Chillicothe, Ohio 45601

President-Elect . . . . . Dr. Keith D. Barnes
Supervisor of Guidance Services
Columbus Public Schools
270 East State Street
Columbus, Ohio 43215

Past President . . . . . Mr. Bill N. Ameredes
Assistant Principal
Buckeye High School
Medina, Ohio 44256

Treasurer . . . . . Mr. James B. Bazzell
Counselor
Fairmont West High School
3301 Shroyer Road
Kettering, Ohio 45429

Appointed Members

Recording Secretary . . . . . Mrs. Doris C. Young
Counselor
Waverly High School
Waverly, Ohio 45690

Corresponding Secretary . . . . . Mrs. Florence M. Armbruster
Counselor
Huntington High School
Chillicothe, Ohio 45601

OACES Representative	Dr. H. Eugene Wysong Associate Professor Department of Guidance and Counselor Education University of Toledo Toledo, Ohio 43606
State Department Representative	Dr. Charles E. Weaver Supervisor, Guidance Field Services Division of Guidance and Testing 751 Northwest Boulevard Columbus, Ohio 43212
Advisory Committee Chairman	Mr. F. Ralph Miller Director of Guidance Mansfield Public Schools 218 Marion Avenue Mansfield, Ohio 44903
Archives Committee Chairman	Mrs. Joanna J. Haskins Counselor Union Scioto High School 1765 Egypt Pike Chillicothe, Ohio 45601
Awards Committee Chairman	Mr. Robert R. Menarcheck Counselor Lincoln High School 2107 Sixth Street, S.W. Canton, Ohio 44706
Counselor Education and Professional Standards Committee Chairman	Dr. H. Eugene Wysong
Constitution Committee Chairman	Mr. David J. Fergus Counselor Jones Junior High School 2100 Arlington Avenue Columbus, Ohio 43221
Data Dissemination and Research Committee Chairman	Dr. James V. Wigtil Associate Professor of Education School of Education The Ohio State University Columbus, Ohio 43210

Ethics Committee Chairman	Dr. Roger Ralph Vocational Guidance Coordinator Roosevelt High School 1400 North Mantua Street Kent, Ohio 44240
Funding for the 70's Committee Chairman . .	Miss Carol A. Wagner Counselor Kent State University School Kent, Ohio 44240
Legislation Committee Chairman	Dr. Keith D. Barnes
Membership Committee Chairman	Miss Margaret D. Richards Counselor D. L. Barnes Junior High School 3700 Far Hills Avenue Kettering, Ohio 45429
Minority Affairs Committee Chairman	Mr. Allen F. Adamore Counselor Taft High School 420 Lincoln Park Drive Cincinnati, Ohio 45214
Nominations Committee Chairman	Mr. John R. Smith Supervisor, Guidance Services Stark County Schools 7800 Columbus Road, N.E. Louisville, Ohio 44641
Professional Relations and Negotiations Committee Chairman	Mr. Joseph W. Quinn, Jr. Counselor Garfield High School 435 North Firestone Boulevard Akron, Ohio 44301
Program Committee Chairman	Dr. Keith D. Barnes
Public Relations Committee Chairman . . .	Mrs. Norma S. Marcere Counselor Garfield High School 435 North Firestone Boulevard Akron, Ohio 44301

ASCA State Coordinators

Elementary . . . . . Mrs. Margaret B. Edwards
Counselor
Elmore Elementary School
Elmore, Ohio 43416

Middle and Junior High School . . . . . Miss Virginia M. Fischer
Counselor
Porter Junior High School
1030 Cutter Street
Cincinnati, Ohio 45203

Senior High School . . . . . Mrs. Arlevia K. Powell
Counselor
Hughes High School
2515 Clifton Avenue
Cincinnati, Ohio 45219

Post High School . . . . . Mr. William T. Mills
Registrar
Muskingum Area Technical Institute
400 Richards Road
Zanesville, Ohio 43701

OSCA Liaison Appointees

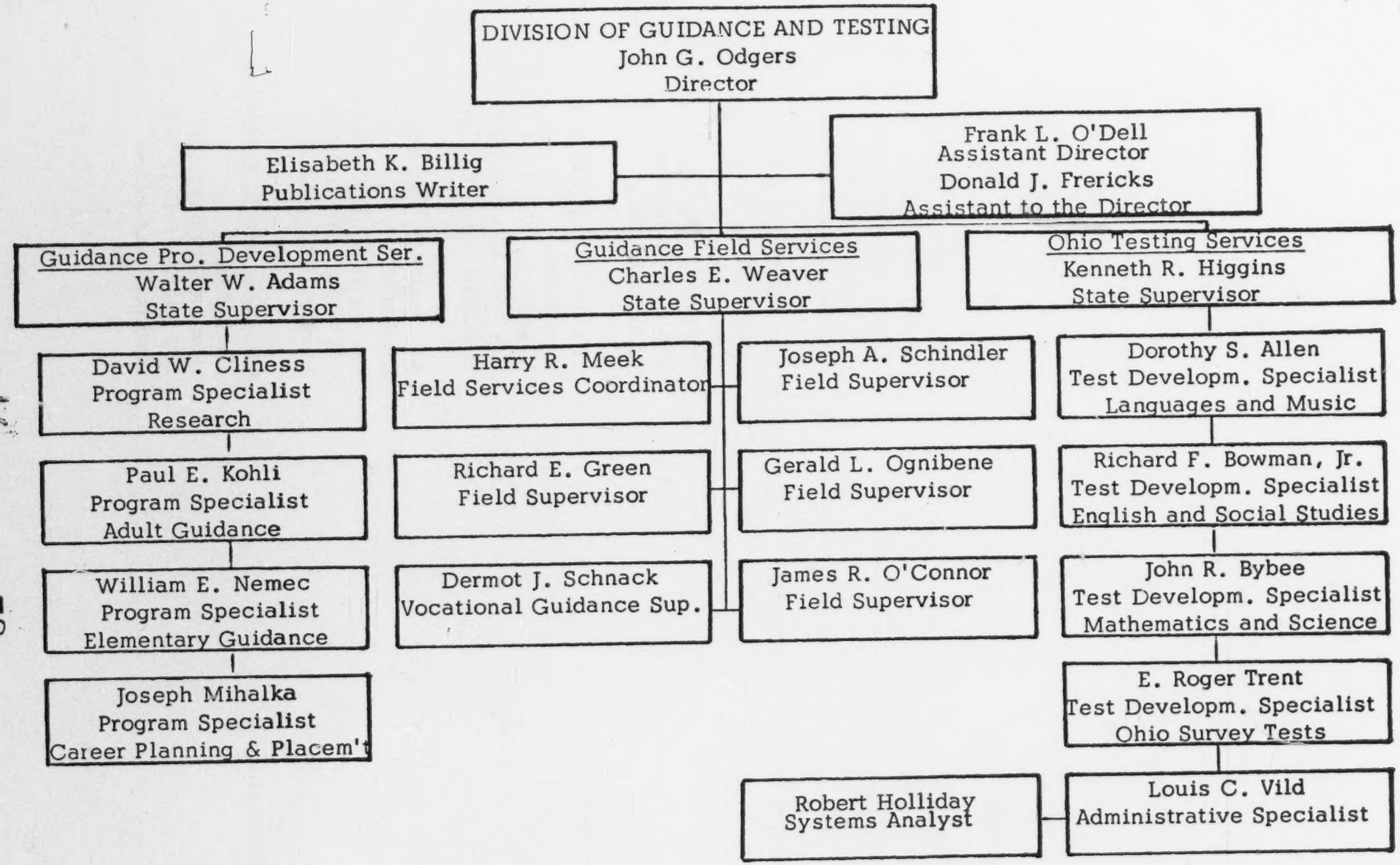
Ohio Personnel and Guidance Association . Mrs. Minnie R. Painter
Counselor
Chillicothe High School
381 Yoctangee Parkway
Chillicothe, Ohio 45601

Ohio Vocational Association . . . . . Mr. Thomas L. Hunter
Coordinator, Work Related Programs
Cincinnati Public Schools
230 East Ninth Street
Cincinnati, Ohio 45202

Elected District Representatives

North Central . . . . . Mr. James W. Wagner
Counselor
Madison High School
750 Esley Lane
Mansfield, Ohio 44905

Northwestern	Mr. Robert W. Eigensee Director of Guidance Rossford High School 701 Superior Street Rossford, Ohio 43460
Southeastern	Mr. Charles C. Beard Director of Pupil Personnel South Point High School Route 3, Box 495 South Point, Ohio 45680
Southwestern	Mr. Thomas L. Hunter
Western	Mr. Joseph P. Nugent Vocational Guidance Coordinator Dayton City Schools 348 West First Street Dayton, Ohio 45402
Central	Mrs. Mary M. Claytor Coordinator, Elementary School Counselors Columbus City Schools 270 East State Street Columbus, Ohio 43215
East Central	Mr. Anthony J. Pitocco Counselor Lake High School 225 West Lincoln Street Hartville, Ohio 44632
Eastern	Mr. Roger D. Sowers Counselor Barnesville High School 210 West Church Street Barnesville, Ohio 43713
Northeastern	Miss Virginia E. Frederick Counselor Howland High School 200 Shaffer Drive, N.E. Warren, Ohio 44484


DIVISION OF GUIDANCE AND TESTING
John G. Odgers
Director
Elisabeth K. Billig
Publications Writer
Frank L. O'Dell
Assistant Director
Donald J. Frericks
Assistant to the Director
Guidance Pro. Development Ser.
Walter W. Adams
State Supervisor
Guidance Field Services
Charles E. Weaver
State Supervisor
Ohio Testing Services
Kenneth R. Higgins
State Supervisor
David W. Cliness
Program Specialist
Research
Harry R. Meek
Field Services Coordinator
Joseph A. Schindler
Field Supervisor
Dorothy S. Allen
Test Developm. Specialist
Languages and Music
Paul E. Kohli
Program Specialist
Adult Guidance
Richard E. Green
Field Supervisor
Gerald L. Ognibene
Field Supervisor
Richard F. Bowman, Jr.
Test Developm. Specialist
English and Social Studies
William E. Nemec
Program Specialist
Elementary Guidance
Dermot J. Schnack
Vocational Guidance Sup.
James R. O'Connor
Field Supervisor
John R. Bybee
Test Developm. Specialist
Mathematics and Science
Joseph Mihalka
Program Specialist
Career Planning & Placem't
E. Roger Trent
Test Developm. Specialist
Ohio Survey Tests
Robert Holliday
Systems Analyst
Louis C. Vild
Administrative Specialist

APPENDIX D

CONFERENCE PROGRAM

9:00 - 9:45 a.m. Registration - Refreshments (Library, Room 102)

9:45 - 10:00 a.m. Musical Interlude (Gymnasium)
Seventh Grade Chorus - John Griffin, Director
Stage Band - Ronald Lang, Director

10:00 - 10:30 a.m. OPENING SESSION (Gymnasium)

Chairman

Robert R. Carson, Executive Director,
Pupil Personnel Program and Services,
Toledo Public Schools

Invocation

Jack F. Chalk, Pastor
Church of the Cross United Methodist

Greetings

Frank Dick, Superintendent
Toledo Public Schools

Louise J. Brower, Principal
McTigue Intermediate School

Remarks

Charles E. Weaver, State Supervisor
Guidance Field Services

Keith D. Barnes, President
Ohio School Counselors Association

Plan for the Day

James E. Norton, Guidance Director
McTigue Intermediate School

10:30 - 11:10 a.m. WORKSHOP SESSION I

Group 1 -- Integrating Sex Education into the Health Curriculum

Presenter

Richard Honner, Supervisor, Health and
Health Services, Toledo Public Schools

59

Recorder

Sharon Frankel

Group 2 -- Social Work Services in the Inner City

Presenters

Sara City, Social Worker, North Toledo Pupil Personnel Center, Toledo Public Schools

Bertha Murray, Social Worker, Sherman School, Toledo Public Schools

Recorder

Susan Shanker

Group 3 -- Instructional Resource Materials Center

Presenter

Norene Drewicz, Materials Specialist, Toledo Public Schools

Recorder

Joyce Brown

Group 4 -- Help for the Learning Disabled Child

Presenter

Monica Duebel, Supervisor, Classes for the Neurologically Handicapped and Emotionally Disturbed, Model Cities Capic Program, Toledo Public Schools

Recorder

Miss Diane Pauken

Group 5 -- Career Orientation

Presenter

Jama Doenges, Career Coordinator, McTigue Intermediate School, Toledo Public Schools

Recorder

Shelia Chacker

Group 6 -- Sheltered Training Experience Project

Presenter

Phyllis Berman, Coordinator, Toledo Public Schools

Recorder

Lorene Gunderson

Group 7 -- Family Life Education

Presenters

Mary Ford, Training Coordinator for Parent Aide Program

Louise Parks, Supervisor, Home-Living Units

Kathleen Eltimashy, Family Life Consultant, Toledo Public Schools

Recorder

Carole Kiroff

Group 8 -- A Drug Intervention Center

Presenter

Kenneth Greene, Coordinator of Drug Education Programs, Toledo Public Schools

Recorder

David Schmidt

Group 9 -- Student Rights -- Student Unrest

Presenter

Robert Carson, Executive Director, Pupil Personnel Services and Programs, Toledo Public Schools

Recorder

Carol Keener

Group 10 -- Behavior Modification

Presenters

Geneva Watters, School Psychologist, Toledo Public Schools

Roger Johnson, School Psychologist, Toledo Public Schools

Recorder

Sharene Miller

Group 11 -- Teaching the Unteachables

Presenter

William Weber, Head Teacher, PEP School, Toledo Public Schools

Recorder

Donald Ryan

Group 12 -- Adapting Materials to the EMR Child

Presenter

Vera Heard, Supervisor, Adjusted Curriculum, Toledo Public Schools

Recorder

Elizabeth Barr

Group 13 -- Mobility Training for the Blind

Cancelled

Group 14 -- The Dilemmas of Planning a Group Testing Program

Presenter

Margaret Kendall, Counselor, Start High School, Toledo Public Schools

Recorder

Nicholas Rombes

Group 15 -- A Negotiating Problem - Counselors' Salaries

Presenter

Alvin Bippus, Administrative Assistant, Teacher Personnel, Toledo Public Schools

Recorder

Kenneth Willard

Group 16 -- Staff Development - The Concept and the Process

Presenter

Walter Bonkowski, Executive Director, Staff Development, Toledo Public Schools

Recorder

Carrie Baum

Group 17 -- The Hillcrest Project - On-the-Job Training

Presenter

Adolph Stadel, Director, Learning Disabilities, Toledo Public Schools

Recorder

Richard Thompson

Group 18 -- Adapting Materials to the Deaf Child

Cancelled

Group 19 -- Regional Pupil Personnel Centers - The Team Approach

Presenter

David Jenssen, Attendance Supervisor, Toledo Public Schools

Recorder

Louis Woods

Group 20 -- ASCA Issues Related to Middle and Junior High Schools

Presenter

Virginia Fischer, Counselor, Cincinnati Public Schools

Recorder

Kristin Brewer

This will be an informal discussion with Miss Fischer who is the ASCA State Coordinator for Middle High Schools.

11:20 - 12:00 WORKSHOP SESSION II (Repeat)

12:00 - 1:00 p.m. LUNCHEON (Cafeteria)

1:00 - 1:30 p.m. LUNCHEON ADDRESS (Gymnasium)

Introduction

Shirley Haney, Counselor, McTigue Intermediate School

Speaker

H. Eugene Wysong, Associate Professor of Education, The University of Toledo
"EVALUATION AND ACCOUNTABILITY IN GUIDANCE"

1:45 - 2:25 p.m. WORKSHOP SESSION (Repeat)

2:30 - 3:00 p.m. CLOSING SESSION - Evaluation of Conference (Gymnasium)

Remarks

Kathleen Justen, Director of Child Services
Toledo Public Schools

Contributors

Owens-Illinois	Ashtrays
Holiday Inn	Pens and Matches
Buettner Printing Company	Memo Pads

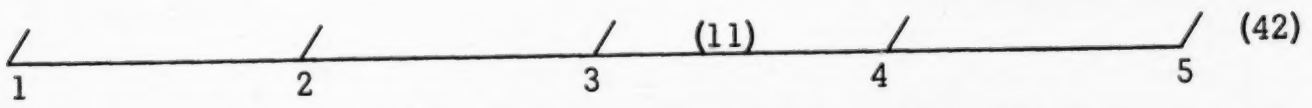
APPENDIX E

EVALUATION RESPONSES
(99 Evaluation Forms Returned)

NINTH ANNUAL ALL OHIO JUNIOR HIGH GUIDANCE CONFERENCE
(Please circle the number that best indicates your opinion)

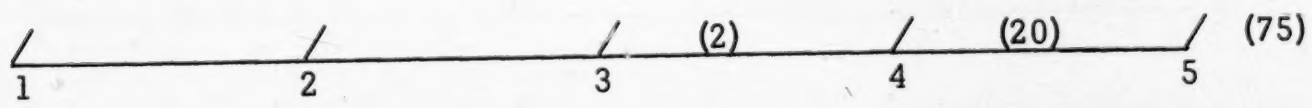
1. On the whole, I found the conference

Uninformative — In formative

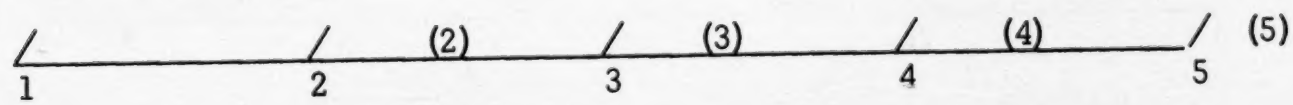


2. On the whole, the mechanics of the conference were

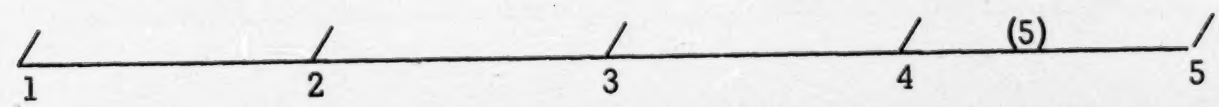
Poorly Managed — Well Managed



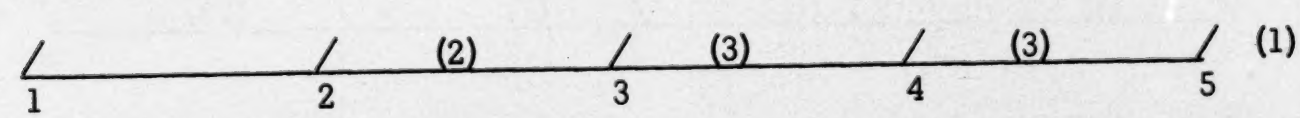
3. I found the Workshop Session No. 1 - "Integrating Sex Education into the Health Curriculum"
Uniformative — Very Informative



4. I found the Workshop Session No. 2 - "Social Work Services in the Inner City"
Uninformative — Very Informative



5. I found the Workshop Session No. 3 - "Instructional Resource Materials Center"
Uninformative — Very Informative



6. I found the Workshop Session No. 4 - "Help for the Learning Disabled Child"
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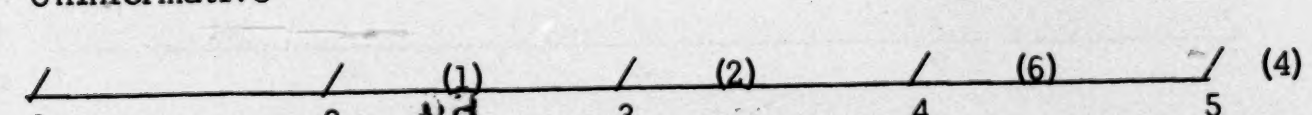

7. I found the Workshop Session No. 5 - "Career Orientation"

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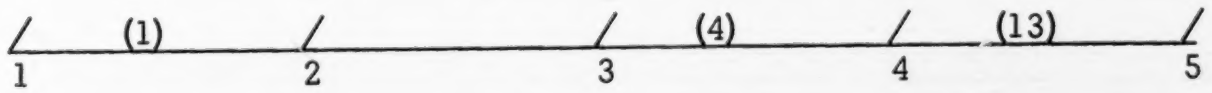

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8. I found the Workshop Session No. 6 - "Sheltered Training Experience Project"

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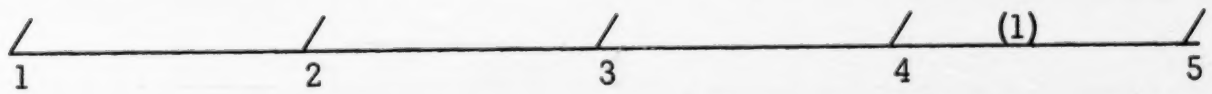
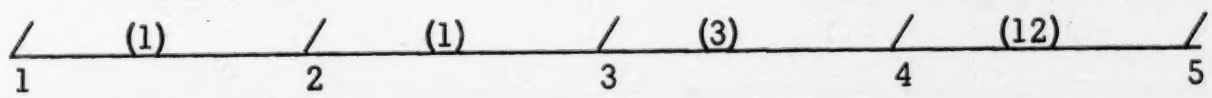


9. I found the Workshop Session No. 7 - "Family Life Education"

Uninformative — Very Informative



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10. I found the Workshop Session No. 8 - "A Drug Intervention Center"

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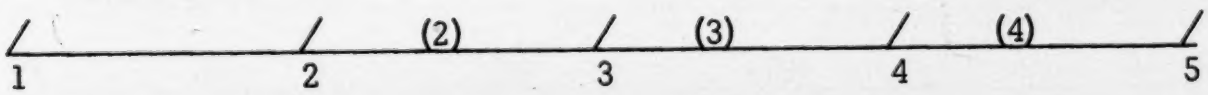

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11. I found the Workshop Session No. 9 - "Student Rights--Student Unrest"

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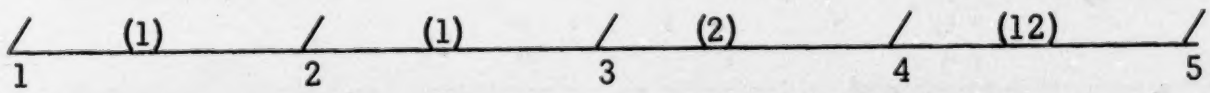

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12. I found the Workshop Session No. 10 - "Behavior Modifi cation"

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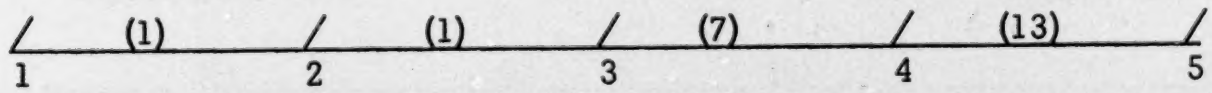

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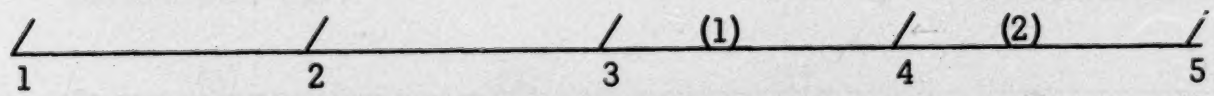
13. I found the Workshop Session No. 11 - "Teaching the Unteachables"

Uninformative — Very Informative



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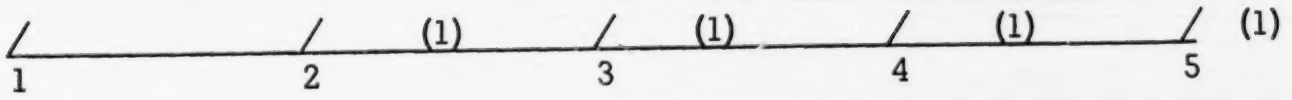
14. I found the Workshop Session No. 12 - "Adapting Materials to the EMR Child"

Uninformative — Very Informative



15. I found the Workshop Session No. 13 - "Mobility Training for the Blind"

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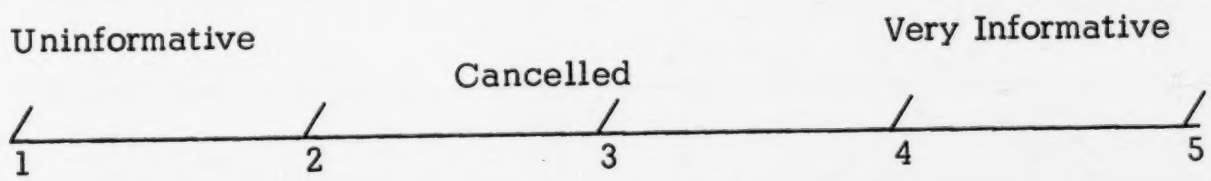
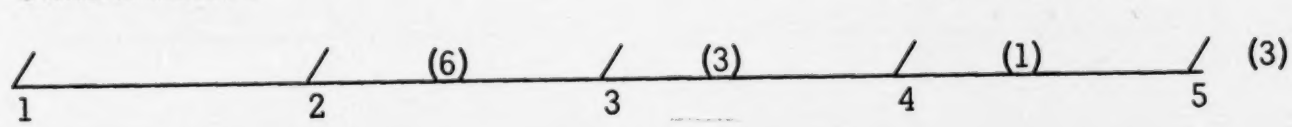


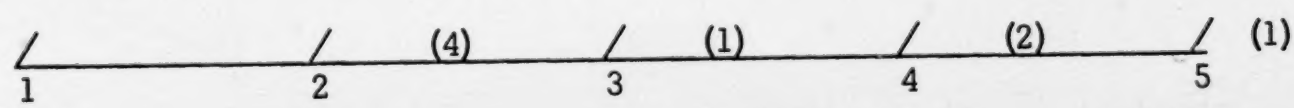
16. I found the Workshop Session No. 14 - "The Dilemmas of Planning a Group Testing Program"

Uninformative — Very Informative



17. I found the Workshop Session No. 15 - "A Negotiating Problem - Counselors' Salaries"

Uninformative — Very Informative



18. I found the Workshop Session No. 16 - "Staff Development - The Concept and the Process"

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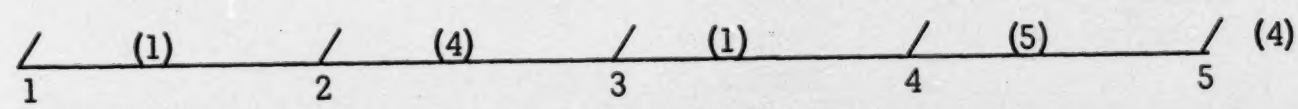
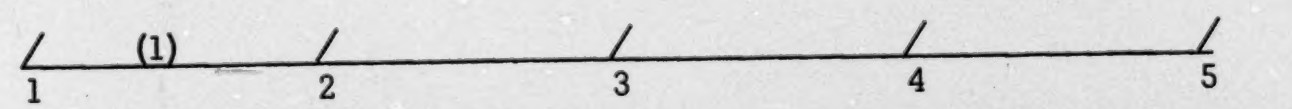


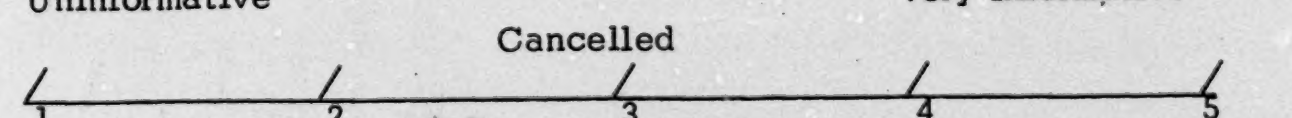
19. I found the Workshop Session No. 17 -"The Hillcrest Project - On-the-job Training"

Uninformative — Very Informative



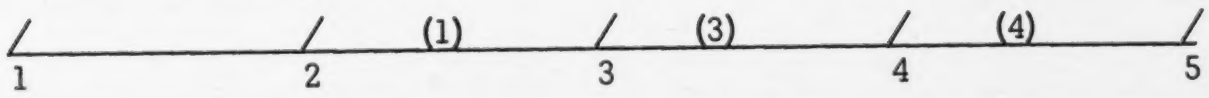
20. I found the Workshop Session No. 18 - "Adapting Materials to the Deaf Child"

Uninformative — Very Informative



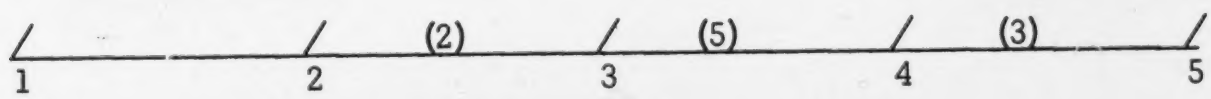
21. I found the Workshop Session No. 19 - "Regional Pupil Personnel Centers - The Team Approach"

Uninformative — Very Informative



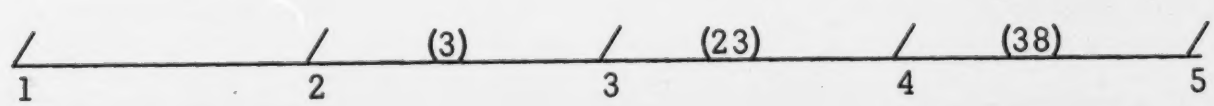
22. I found the Workshop Session No. 20 - "ASCA Issues Related to Middle and Junior High Schools"

Uninformative — Very Informative



23. I found the luncheon speaker's presentation to be

Uninformative — Very Informative



24. Concerning day, month, and time of the conference, I would suggest: (circle one)

A		B		C	
Day		Month		Time	
Monday	(1)	September		Full Day	(83)
Tuesday	(2)	October	(2)	Afternoon-Evening	(1)
Wednesday	(3)	November	(2)		
Thursday	(1)	December			
Friday	(77)	January	(1)		
Saturday	(1)	February			
		March	(4)		
		April	(15)		
		May	(60)		